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**COLORADO**  
Department of Education

**2024-2025**  
**Colorado ACCESS Assessment Resource**  
School Assessment Coordinators  
Test Administrators

**Summary**

This document is a supplement to the published ACCESS for ELLs assessment resources. This resource is to be used in conjunction with all WIDA and DRC manuals. When information in the Colorado Assessment Resource differs from WIDA manuals, the Colorado policy supersedes guidance from WIDA.

School Assessment Coordinators (SACs) and Test Administrators (TAs) must adhere to the guidance and policies outlined in this Colorado document and the accompanying Colorado training PPT, which are designed to support the administration of the ACCESS Suite of Assessments. These resources should be used in addition to those in the ACCESS School Test Coordinator Manual and ACCESS Test Administrator Manual.

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This document has been adapted to include information and procedures specific to CSI. While much of the content aligns with CDE guidance, certain sections reflect CSI-specific deadlines and protocols. Please review all sections carefully and contact [Kali Winn](#) with any questions.

Version	Date	Description	Impacted Page(s)
0.1	--	2024-2025 Colorado ACCESS Assessment Resource	
1.0	09.23.24	Initial version issued	
1.1	10.02.24	<ul style="list-style-type: none"> <li>• General readability (convention corrections)</li> <li>• Added information about accounts only allowable to district/school employees</li> <li>• Added printed reports date</li> <li>• Footnote added related to Colorado Revised Statute 22-7-1013(8)(a-c)</li> <li>• Added information about the required seating chart</li> <li>• Example given for timing for an IEP student</li> </ul>	Throughout document p.7  p.9 p. 10  p.23 p.32

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# Overview of this ACCESS Resource Document

The purpose of this resource document is to provide information to assessment staff about the administration and logistics of the ACCESS assessment in Colorado. The information in this resource, in conjunction with the materials published by WIDA and DRC, will ensure that tests are administered consistently and securely across the state.

All staff involved in the administration of ACCESS should review the details presented in this document.

## Purpose of the ACCESS for ELLs Assessments

ACCESS is a required assessment for all students with a language classification of NEP (non English proficient) or LEP (limited English proficient).

**For the English language proficiency assessment, students who are enrolled in virtual learning are expected to be tested in person.**

The purpose of the ACCESS for ELLs Assessments: ACCESS Kindergarten, ACCESS for ELLs 1-12, and Alternate ACCESS is to support a fair, valid, and reliable English language proficiency assessment that:

- Supports educators in making student-based English language development instructional decisions.
  - To support decisions about placing students into appropriate classes or groups for instruction, instructional planning
  - To make [reclassification decisions](#) about whether a student can exit English language support services
- Supports school- and district-level educators in making program-level English language development instructional decisions.
- Meets requirements of [State and Federal laws](#)
  - Colorado Senate Bill 109 – C.R.S. 22-24-106 ELP Assessment
  - Colorado House Bill 14-1298 – C.R.S. 22-24-101 English Language Proficiency Act (ELPA)
  - Title VI of the Civil Rights Act (1964)
  - Office for Civil Rights Memorandum (1970)
  - [Every Student Succeeds Act](#)
    - Title IA
      - 20 U.S.C. 6301 §1111(b)(2)(C)(v)(II)(dd)
      - 20 U.S.C. 6301 §1111(b)(3)(C)(ix)(III) & (x)
      - 20 U.S.C. 6301 §1111(b)(6) & (7)
    - Title IIIA

## Test Window

**Monday, January 13, 2025 – Friday, February 14, 2025**

## Test Format

All ACCESS assessments test English proficiency in the four language domains of Listening, Reading, Writing, and Speaking.

Kindergarten ACCESS is a paper-based test, individually administered in a game-like, interactive format and is locally scored.

ACCESS for ELLs 1-12 online is a computer-based, adaptive test that responds to student performance. The design of the online assessment defaults to paper for the Writing domain in grades 1-3. The test vendor scores all portions of the online assessment.

ACCESS for ELLs 1-12 paper is available for students who require a paper test based on needs identified in their IEP or 504 Plan. The assessment is tier based and requires active ordering of the correct tier. The Listening and Speaking domains are delivered through a CD. The Speaking domain requires local scoring.

Alternate ACCESS is a large-print, paper-based test, individually administered to students with the most significant cognitive disabilities who have an IEP written to the [Colorado Extended Evidence Outcomes](#). Alternate ACCESS is locally scored.

## Contact Information

### Assessment - ACCESS

Order of Communication: Test Administrators should contact their School Assessment Coordinator (SAC). If further assistance is needed, SACs should then contact their District Assessment Coordinator (DAC). DACs may contact the state assessment office with questions regarding state assessment policies and state-provided assessment training.

- Questions related to ACCESS logistics and administration: [Kali Winn](#)
- Questions related to assessment accommodations for students with an IEP or 504 Plan: [Kali Winn](#) or [CSI Special Education Coordinator](#)
- Questions related to Technology/DRC Insight: [Kali Winn](#)
- Questions related to English language development programming: [Rachel Franks](#)

## Assessment Vendors

### WIDA Client Services

[WIDA Client Services](#) for questions related to WIDA quizzes. WIDA account holders who forgot their password can reset their password on the WIDA login page.

WIDA Secure Portal accounts are only for school employees.

### DRC

[Data Recognition Corporation](#) (DRC) for questions related to WIDA AMS, technology setup, and DRC Insight testing application.

DRC accounts are only for school employees.

# Colorado State Assessment Program – At a Glance

The Colorado State Assessment Program consists of content assessments and an English language proficiency assessment.

## *CONTENT ASSESSMENTS*

CMAS assessments:

- CMAS English Language Arts (ELA), grades 3-8 (with an accommodated Colorado Spanish Language Arts (CSLA), form available for eligible students in grades 3 and 4).
- CMAS Mathematics, grades 3-8

CMAS and CoAlt Assessments:

- CMAS Science, grades 5, 8, and 11
- CMAS Social Studies, grades 4 and 7 (representative sample)

DLM:

- DLM, English Language Arts, grades 3-8
- DLM, Mathematics, grades 3-8

Colorado PSAT & SAT School Day Tests:

- PSAT, Evidence-Based Reading and Writing and Mathematics, grades 9-10
- SAT, Evidence-Based Reading and Writing and Mathematics, grade 11

## *ENGLISH LANGUAGE PROFICIENCY ASSESSMENT:*

- Kindergarten ACCESS, grade K
- ACCESS for ELLs, grades 1-12
- Alternate ACCESS, grades K-12

All assessments administered through the Colorado Department of Education as part of Colorado’s assessment and accountability system are expected to be administered in a standardized and secure manner.



# Key Dates\*

## 2024

- **October 1– October 31:** Initial Paper Materials Order (closed)
- **November 1:** CDE Assessment pulls October Snapshot for WIDA AMS Upload
- **November 6:** ACCESS for ELLs Training for SACs
- **November 22:** Deadline for UAR Scribe Submission
- **December 3:** WIDA AMS Test Setup Opens
- **December 4:** Deadline for Signed SAC Security Agreement Submission

## 2025

- **January 6:** Additional Test Material Ordering Window Opens
- **January 7:** Deadline for Signed ACCESS Training Verification Form Submission
- **January 13: ACCESS Test Window Opens**
- **January 31:** Enrollment Cutoff for New Students
- **February 4: Last day** to Order Additional Test Materials
- **February 14: Final day of ACCESS Test Window**
- **February 18: DEADLINE for all Test Materials to Arrive to CSI**
- **February 21: Last day** to make updates in WIDA AMS (WIDA AMS closes)
- **February 24:** SACs receive Post-Test Compliance Form
- **March 3:** Materials Return Status Check
- **March 3:** Deadline for Post-Test Compliance Form Submission
- **March 17: Student Biographical Data (SBD) Review Opens (NEW: participation required)**
- **March 25: Student Biographical Data (SBD) Review Closes**
- **April 30:** Reports and Data Files Tentatively Available in WIDA AMS
- **May 19:** Printed Reports and Data Files Start Arriving in Schools

\*Dates may change to accommodate unforeseen circumstances.

# Student Participation<sup>1</sup>

Multilingual Learners with a language proficiency designation of NEP or LEP, including students with disabilities, must participate in the state English language proficiency assessment.

The student’s educational team (ML, and IEP or 504 as applicable), which must include the family, determines whether the student will take Kindergarten ACCESS or ACCESS for ELLs 1–12 with or without accommodations or, for a student with the most significant cognitive disability, meets the participation requirements for the alternate assessment. According to federal requirements, there must be evidence of alignment between a student’s educational plan, instruction, and the accommodations provided on any of the state assessments, as well as any determinations for students to participate in Alternate ACCESS. Three participation options exist:

1. The student participates in ACCESS for ELLs 1–12 or Kindergarten ACCESS without an accommodation.
2. The student participates in ACCESS for ELLs 1–12 or Kindergarten ACCESS with an accommodation.
3. The student participates in Alternate ACCESS (for students with the most significant cognitive disabilities).

Note: It is not appropriate or ethical to give the Alternate ACCESS to students who do not qualify to take the alternate assessment.

## Students Enrolled for Testing

The data file for ACCESS testers was pulled by the CDE Assessment Division from the initial Student October snapshot in the Student Interchange and loaded into WIDA AMS on behalf of the district (pull was scheduled for **November 1, 2024**).

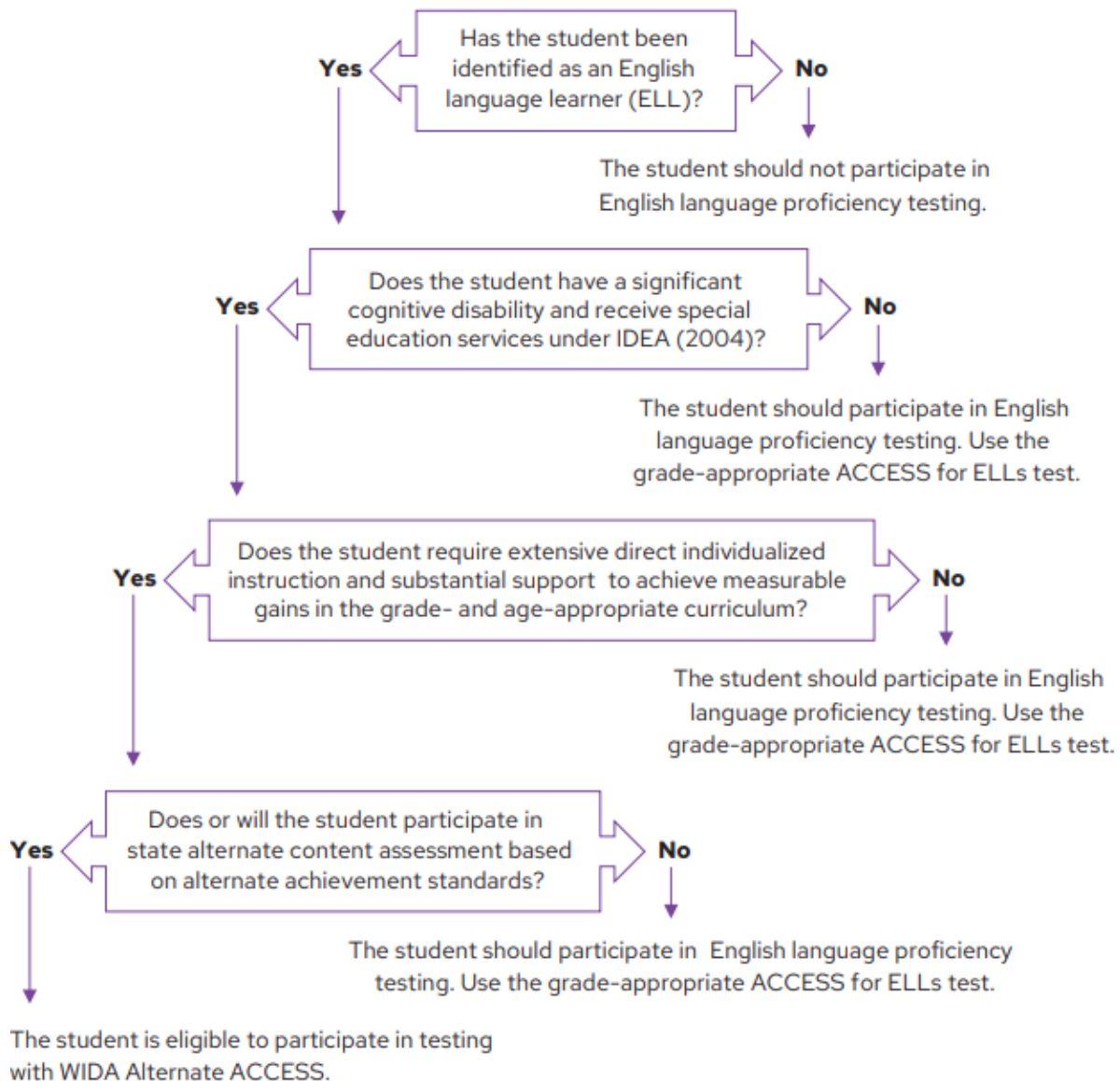
- Students eligible for ACCESS assessments have a **NEP or LEP Language Proficiency code**.
- Indicate Alternate ACCESS students using the “**Alternate Assessment Participation**” field.
- Students with a language proficiency designation of FEP, FELL or PHLOTE **do not** participate in ACCESS assessments. If these students test, results **will not** be provided. Do not manually add them.

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<sup>1</sup> Colorado Revised Statutes, 22-7-1013(8)(a-c) only allows for parental excusal from state assessments in the instructional areas of English language arts, mathematics, science, and social studies.

# WIDA Alternate ACCESS Participation Decision Tree

In Colorado, primary disabilities of Specific Learning Disability (SLD), Developmental Delay (DD), Serious Emotional Disability (SED), and Speech or Language Impairment (SLI) are not eligible for Alternate assessments.



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Always follow state-specific accessibility and accommodation policies for English language proficiency tests. State guidance may vary from the recommendations in this document.

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# Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessment for students with documented needs. Consistent with Disabilities Education Act (IDEA)<sup>2</sup>, decisions regarding how to assess students with disabilities are made by each student’s IEP team and are documented in the student’s IEP or 504 plan<sup>3</sup>.

Accommodations selected for use on the ACCESS assessments must be used regularly with documented appropriateness and effectiveness for meeting the individual student’s need(s) to participate. They do not alter the construct being assessed, and they must allow for meaningful interpretations of results, enabling comparisons of scores between students who receive accommodations and those who do not.

Accommodations on English language proficiency assessments are **only** for students with an active **IEP or 504 plan**. If students without an IEP or 504 use accommodations their test will be invalidated.

For the online ACCESS assessment, accommodations that **must be activated before testing begins** include Manual Control of Item Audio, Repeat Item Audio, and Extended Speaking Response Time. Schools should set guidelines on who is allowed to update accommodations to ensure that accommodations are only assigned to eligible students.

- Deaf or Hard of Hearing (DHH)
  - Colorado allows presentation and response of the Listening and Speaking in Pidgin Signed English (PSE), Signing Exact English (SEE), or Conceptually Accurate Signed English (CASE) to DHH students as deemed appropriate by their IEP team. **This accommodation requires paper testing.**
  
- Unique Accommodation Requests
  - Colorado requires a UAR for the use of Scribe on the Writing domain of ACCESS for ELLs 1-12 (Speech-to-text is considered a UAR Scribe for ACCESS for ELLs). The UAR for the writing domain may be available for an extremely limited number of students with an IEP or 504 and a neurological or physical disability. [ACCESS UARs](#) are due by **November 22, 2024**.

Colorado does not require a UAR for the use of Scribe on the Alternate ACCESS Writing domain.

[Reference Appendix C](#) for links to the Accessibility and Accommodations Manual, the Colorado Accommodations Crosswalk, and other Colorado accommodation resources.

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<sup>2</sup> Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004)

<sup>3</sup> U.S. Department of Education, Office for Civil Rights, Free Appropriate Public Education for Students With Disabilities: Requirements Under Section 504 of the Rehabilitation Act of 1973, Washington, D.C., 2010

# Key Personnel

## District Assessment Coordinator (DAC)

The DAC is the district-level individual responsible for the overall coordination of test administration. The DAC is responsible for creating WIDA AMS accounts for SACs, serving as the Sensitive Data contact as appropriate, and inactivating accounts for individuals no longer involved in ACCESS testing.

## School Assessment Coordinator (SAC)

The SAC is the individual at the school level responsible for the overall coordination of test administration at their school. For purposes of the Colorado state-administered assessments, the SAC's responsibilities include creating WIDA AMS accounts for TAs and inactivating accounts for those no longer involved in ACCESS testing.

## ACCESS Test Administrator (TA)

The ACCESS Test Administrator is an individual at the school responsible for the administration of the ACCESS assessment.

## District Technology Coordinator (DTC)

The DTC is the district-level individual responsible for ensuring that testing environments are fully prepared in advance of testing. The DTC coordinates site readiness activities, and schools designate School Technology Coordinators to support these efforts at individual testing sites.

## Sensitive Data

The contact in the school responsible for handling student data, including sending, viewing, adding, and editing student data. In WIDA AMS, this role is referred to as "Sensitive Data".

All personnel must be school employees. Reference [Appendix G](#) for a detailed list of personnel responsibilities.

# Test Administrators Training Requirements

Test Administrators must:

- Be trained annually
  - Complete the requirements of the school's annual ACCESS training
  - Complete the WIDA training module(s) between Oct 1, 2024 – January 7, 2025
  - Complete the WIDA Assessment Certification between Oct 1, 2024 – January 7, 2025
- Submit a signed Security Agreement to their SAC
- Read instructions in the [Test Administrator Manual](#) and familiarize themselves with test administration procedures before administering the test to students
- Actively proctor the test administration in its entirety
- Be trained on specific accommodations for any assessments they administer to students who require accommodations
- TAs for Kindergarten and Alternate ACCESS must use a #2 pencil and completely bubble in the student's response

# Who is allowed to administer WIDA ACCESS?

Test Administrators for all ACCESS assessments should be licensed teachers, licensed administrators and instructional support paraprofessionals, substitute teachers who hold a teaching certificate, school psychologists, school social workers, school librarians, school counselors, or speech pathologists.

- For Kindergarten ACCESS or Alternate ACCESS, the TA needs to be able to model clear standard pronunciation of the English phonemes that may impact student responses.
- **For Alternate ACCESS, test administrators must hold a State of Colorado educator license**
  - Best practice for the administration of the Alternate ACCESS is for the student to be familiar with the test administrator.

Note: Student teachers may not serve as Test Administrators who oversee the administration of ACCESS assessments. However, they may serve as proctors who assist the Test Administrators.

## Materials

**Initial materials** are ordered through the state-submitted Pre-ID file.

Materials for:

- Kindergarten ACCESS
- ACCESS for ELLs Online
- Alternate ACCESS (Alternate Assessment Participation must be marked in Student Interchange)

are ordered automatically through the student count in the October Snapshot.

Material orders for paper ACCESS for ELLs were placed through CDE. Paper assessments for grades 1–12 required IEP or 504 documentation. SACs were to contact Kali Winn and submit their paper material orders for grades 1-12 by October 31, 2024.

## Additional materials

Additional test materials are ordered through CDE. SACs will submit orders to Kali Winn using an order form provided upon request. The window for ordering additional test materials is open from **January 6 – February 4, 2025**. Handwriting response books and Human Reader scripts are also ordered during this period.

## WIDA AMS Logistics

[WIDA AMS Login Landing Page](#)

All students in grades K–12 are added to WIDA AMS and receive a Pre-ID label.

Students in grades 1–12 are placed into DRC-generated test sessions.

**It is the school's responsibility to remove students who will be testing via paper from these test sessions.**

**Review rosters and labels.** Only students with a language proficiency designation of NEP or LEP participate in ACCESS testing. The students added to WIDA AMS are those in grades K–12 who were reported as having a NEP or LEP language proficiency in the Student Interchange in October.

### Students are removed from test sessions if and when:

- They are testing via paper (Alternate, large print, braille, other IEP/504 documented reason to test on paper)

- Their language proficiency status was not accurate in the Student Interchange, and they are not NEP or LEP for the 2024–2025 school year ([students who were uploaded to WIDA AMS due to Student Interchange data errors need a Reason Not Tested code applied](#)).
- They moved out of the school ([students who move need a Reason Not Tested code applied](#)).

## Scheduling

**Untimed does not mean unlimited testing time;** use time estimates indicated in the ACCESS for ELLs Test Administrator Manual and Colorado average online testing times ([Appendix B](#)) to support scheduling for ACCESS for ELLs 1-12.

**STOP testing when a reasonable amount of time is spent testing.**

Kindergarten ACCESS for ELLs usually takes about 45 minutes. However, due to the adaptive nature of the test, higher proficiency students will likely take longer and beginning proficiency students might need significantly less time. Breaks during the test administration session (as described in the ACCESS Test Administrator Manual) are appropriate for kindergarten students and may extend the testing time. With breaks, the testing time should not exceed 60 minutes.

Alternate ACCESS is administered in four testing sessions, one for each domain. Each domain test typically takes about 20 minutes. However, due to the adaptive nature of the test and the individual abilities and behaviors of students, actual testing times may vary significantly.

### Make-up testing

SACs must monitor the progress of make-up test sessions. Students who are absent during initial testing will need to have make-up sessions scheduled. SACs will coordinate with the Test Administrators to schedule these sessions within the test window. Students testing in a make-up session must be provided with the same standardized testing environment as the originally scheduled session.

## Before Testing

### Requirements & District/School Responsibilities Assessment Information

#### §22-7-1013(7)(a)

- LEP (Local Education Provider) will annually distribute to parents and post on its website, as early in the school year as possible, written information regarding its assessments, including:
  - The state and local assessments that the LEP will administer.
  - Identify whether it is required by federal law, required by state law, or selected by the LEP.
  - Assessment calendar:
    - Estimated hours of testing each testing day for specific classes/grades for each assessment
    - Identify whether the assessment is required by state law, federal law or locally selected.
  - The purposes of the assessments.
  - The manner in which assessment results will be used.

### General Preparation

- Identify a location for all secure materials and identify who has access
- Set Chain of Custody policies in motion
- **Inventory all test materials**

- Verify that **ONLY students with an IEP or 504 have** accommodations
  - Ensure that students with an **IEP or 504** are assigned the appropriate accommodation(s)
- Confirm that students using a Handwriting response booklet for the Writing domain are assigned to an HW Writing Session (hand writing test session)
- Print test tickets after students testing on paper are removed from test registrations
- For paper-based testing and paper materials for computer-based testing, write the student’s first and last name on the front of the booklet

## Prepare Students: Practice Items

Educators of students who participate in the ACCESS for ELLs assessments should utilize the [practice resources available on WIDA’s website](#).

ACCESS for ELLs is not a test that requires students to specifically study. Rather, students should concentrate on demonstrating their language skills to the best of their ability. Discuss with students:

- How to effectively use testing tools like highlighters and line guides.
- Standardized test protocols, including following instructions and accurately completing forms.
- Use the “[Preparing Students for ACCESS for ELLs Online](#)” document to activate practice tests with accommodations. Accommodations are available for students with an IEP or 504 plan (coordinate with the IEP team).

## During Testing

Only students with a NEP or LEP language proficiency designation should participate in ACCESS testing. Do not manually add students with any other language proficiency designation.

### ADMINISTRATION

Distribute the appropriate secure materials to the correct Test Administrators

- i.e., test booklets, test tickets, scripts, etc.
  - Refer to Part 2 of the [Test Administration Manual](#) for a full list of materials required before test administration
- Ensure that Test Administrators for ACCESS grades 1–12 paper testers, Kindergarten, and Alternate assessments are using #2 pencils

### Materials Tracking

- Schools should use the **Return Materials Receipt Report** available in WIDA AMS to:
  - Create a sign-in/sign-out chain of custody
  - **Document the test booklet assigned to each student**
- **A documented chain of custody is required**, and it is strongly recommended to keep track of the booklet number assigned to each student. Please note that missing score booklet pull requests will be honored at the discretion of CDE Assessment. A pull request will only be considered if the unique booklet number is provided.

**Verify that each student has the correct test ticket.** Ask the student to confirm their name and grade, and then follow up by checking the name on the screen when the student logs in.

- **If a student mistakenly completes a test domain using another student’s test ticket, contact DRC Customer Service at 1-855-787-9615** to request that the completed test be transferred to the correct student.
- **DO NOT** email student PII; this request must be made by phone.
- If the test ticket error involves a student taking a test for an incorrect grade or tier, the SAC should contact Kali Winn either by phone or by uploading a file to G Drive. **DO NOT** email student PII.



**Verify that students have the correct test booklet**

- Maintaining a record of the booklet number assigned to each student is strongly encouraged.
- Ensure that TAs for Kindergarten and alternate assessments have #2 pencils and understand that student responses must be filled in completely.
- The SAC must securely store all test materials when not in use.

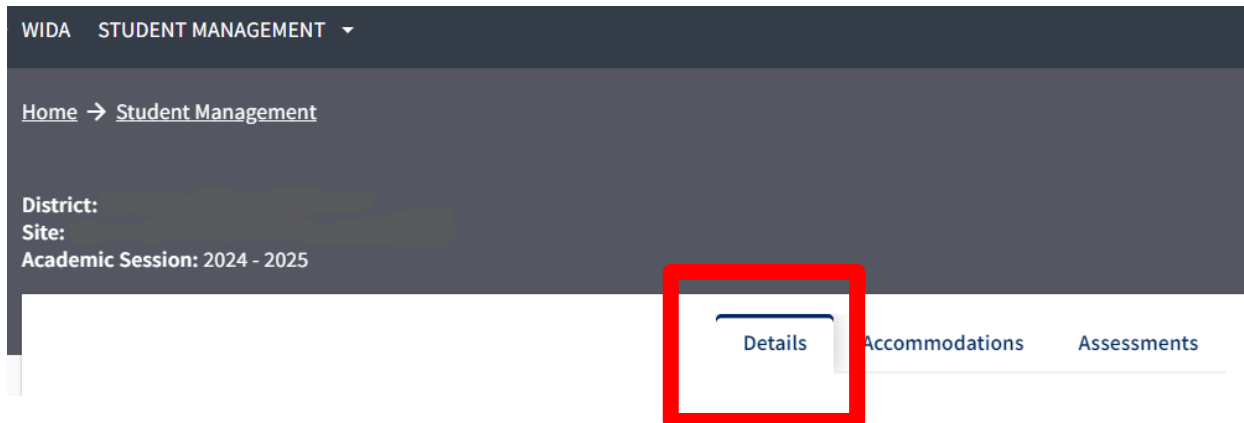
## Test Transfers

- If a student began testing at their previous school and needs to complete testing at their new school, use the Transfer Request feature in WIDA AMS to move the completed test session(s) moved to your school.
- Transfers apply to online testing when at least one domain has been completed at the first school.
- DO NOT initiate a transfer until the student is attending their new school.

# Demographics

Applies to new students or to students who need demographic updates

## STUDENT MANAGEMENT - MANAGE STUDENTS PAGE



**For new students without a Pre-ID label who have a scoreable paper test in a district participating in SBD:** Apply a District/School label, bubble all information on the front cover of the student’s booklet, and complete the SASID, Date of Birth, and Grade on the back cover. The remaining information will be completed during SBD.

**For new students without a Pre-ID label who have a scoreable paper test and whose district does not participate in SBD:** Bubble all information on the front cover of the student’s booklet, as well as the SASID, Date of Birth, and Grade on the back cover. Complete the rest of the information in WIDA AMS. Refer to the demographics tab information below.

Field Name	Directions
Ethnicity and Race	Select all that apply
Native Language	Enter the <b>3-letter</b> CDE home language code ( <a href="#">found here</a> )
Date First Enrolled U.S. School	Enter the first enrolled date
Length of Time in LEP/EL Program	Leave Blank
Title III Status	Mark if yes
Migrant	Mark if yes
IEP Status	Mark if yes
504 Plan	Mark if yes
Primary Disability	Select correct disability from the drop-down menu
Secondary Disability	Select correct disability from the drop-down menu
LIEP Classification	Leave blank, collected in State Defined Optional Data
<b>State Defined Optional Data</b>	<b>In position 1 of the 10-character string</b> enter one digit that corresponds to the student’s language proficiency status <ul style="list-style-type: none"> <li>• 1: NEP</li> <li>• 2: LEP</li> </ul>
<b>Entering this information is not optional</b> (It says optional to meet the needs of all WIDA members. Colorado uses these fields.)	<b>In positions 2 and 3 of the 10-character string</b> enter two digits that correspond to the student’s Language of Instruction program <ul style="list-style-type: none"> <li>• 01: English as a Second Language (ESL) or English Language Development (ELD)</li> <li>• 02: Dual Language or Two-way Immersion</li> <li>• 03: Transitional Bilingual Education or Early-Exit Bilingual Education</li> <li>• 04: Content Classes with integrated ESL Support</li> </ul>

<p>10-character string used to provide values for the following:</p> <ul style="list-style-type: none"> <li>• Language Proficiency Status</li> <li>• Language Instruction Program</li> <li>• Continuous in School</li> <li>• Continuous in District</li> <li>• Free or Reduced Lunch</li> </ul>	<ul style="list-style-type: none"> <li>• 05: Newcomer programs</li> <li>• 97: Other</li> <li>• 98: Not in a Language Instruction Program, Parent Choice</li> </ul>
	<p><b>In position 4 of the 10-character string</b> enter one digit that corresponds to the student’s Continuously Enrolled in School (since October 1<sup>st</sup>) status</p> <ul style="list-style-type: none"> <li>• 1: yes</li> <li>• 0: no</li> </ul>
	<p><b>In position 5 of the 10-character string</b> enter one digit that corresponds to the student’s Continuously Enrolled in District (since October 1<sup>st</sup>) status</p> <ul style="list-style-type: none"> <li>• 1: yes</li> <li>• 0: no</li> </ul>
	<p><b>In positions 6 and 7 of the 10-character string</b> enter two digits that correspond to the student’s Free and Reduced Lunch status:</p> <ul style="list-style-type: none"> <li>• 00: Not Eligible</li> <li>• 01: Free Lunch Eligible</li> <li>• 02: Reduced Lunch Eligible</li> </ul>
	<p>Leave positions 8, 9 and 10 of the 10-character string blank.</p>
<p><b>District Defined Optional Data</b></p> <p><b>Entering this information is not optional</b> (It says optional to meet the needs of all WIDA members. Colorado uses these fields.)</p> <p>10-character string used to provide values for the following:</p> <ul style="list-style-type: none"> <li>• Title 1</li> <li>• Homeless</li> <li>• Expelled</li> <li>• Gifted and Talented</li> </ul>	<p><b>In position 1 of the 10-character string</b> enter one digit that corresponds to the student’s Title 1 status</p> <ul style="list-style-type: none"> <li>• 1: yes</li> <li>• 0: no</li> </ul>
	<p><b>In position 2 of the 10-character string</b> enter one digit that corresponds to the student’s Homeless status</p> <ul style="list-style-type: none"> <li>• 3: yes, and in custody of parent/guardian</li> <li>• 4: yes, and not in custody of parent/guardian</li> <li>• 0: no</li> </ul>
	<p><b>In position 3 of the 10-character string</b> enter one digit that corresponds to the student’s Expelled status</p> <ul style="list-style-type: none"> <li>• 1: yes</li> <li>• 0: no</li> </ul>
	<p><b>In position 4 of the 10-character string</b> enter one digit that corresponds to the student’s Gifted status</p> <ul style="list-style-type: none"> <li>• 1: yes</li> <li>• 0: no</li> </ul>
	<p>Leave positions 5–10 of the 10-character string blank</p>

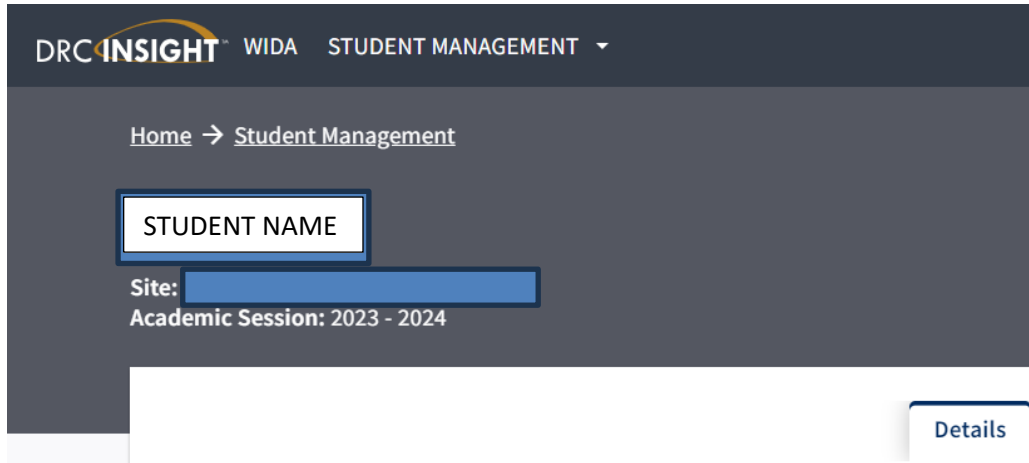
<p>Reason Not Tested Code</p> <p><b>If a student in the school's ACCESS Pre-ID file does not participate in at least one test domain, the appropriate Reason Not Tested code must be applied.</b></p> <ul style="list-style-type: none"> <li><b>This code is only used if the student does not complete any domains.</b> If a student completes at least one domain, do not apply a code.</li> </ul>	<p>Applied through the “<b>Additional field to be used by a state if needed</b>” textbox in WIDA AMS. Enter the two-digit code that corresponds to the student’s reason for not testing.</p> <ul style="list-style-type: none"> <li><b>00: Absent</b> - The student was absent for all domains throughout all five weeks of the test window and none of the other not tested reasons apply.</li> <li><b>03: Withdrew Before Testing</b> - The student moved before they started testing.</li> <li><b>04: Student Refusal</b> - The student refused to begin testing any domains when given the opportunity.</li> <li><b>07: Medical Exemption</b> - The student was unable to participate in all domains due to a documented, significant, and fully incapacitating medical condition or emergency.</li> <li><b>10: Did Not Attend</b> - The student was not absent but did not attend any scheduled or rescheduled test session for any domain.</li> <li><b>11: Data Error</b> - There was an error in the data submitted to Data Pipeline in the fall and the student is not NEP or LEP.</li> </ul> <p>Codes in purple differ from CMAS. Codes not listed are CMAS codes that do not apply to ACCESS tests.</p>
<p>Do Not Score (DNS)</p> <p>Do Not Score codes are <b>applied when</b> a started or completed domain should not be scored</p>	<p>Applied by CDE upon notification of the need to invalidate a domain.</p> <p><b>INV</b> - Indicates that although a student may have completed some or all test items, the testing was not valid, and no score should be reported for that domain. For example, this code may be used in cases of inappropriate testing practices or Test Administrator errors. SACs should report test incidents requiring invalidation to Kali Winn via G Drive, using the <a href="#">Testing Irregularity or Security Breach Report</a>.</p> <p><b>ABS:</b> Not used in Colorado  <b>DEC:</b> Not used in Colorado  <b>SPD:</b> Not used in Colorado</p>

ACCESS SBD Information and file layout: [https://www.cde.state.co.us/datapipeline/per\\_access-ell](https://www.cde.state.co.us/datapipeline/per_access-ell)

# Applying the Reason Not Tested Code

The Not Tested reason is marked in WIDA AMS through the Student Management “Details” tab.

1. Student Management - Manage Students page



**Scroll to the bottom.**

**Title III Status**

Title III Status

**Migrant**

Migrant

**IEP Status**

IEP Status

**504 Plan**

504 Plan

**WIDA Alternate ACCESS  
(Informational Only)**

WIDA Alternate ACCESS  
(Informational Only)

**State Defined Optional Data**

**District Defined Optional Data**

**Additional field to be used by a state if needed**

Close

Save

This is where you enter the 2-digit Reason Not Test code  
Code is only applied if it applies to all 4 domains

# CDE Assessment Monitoring

Consistent with all state assessments, CDE uses the test monitoring activity as a tool to monitor and reinforce statewide administration of the ACCESS assessments.

There are three options for ACCESS monitoring: virtual before monitoring, on-site during testing, or virtual post-testing.

## Colorado School Law 22-7-1006.3 (1)(e)

*The department shall review and update assessment administration and security policies as necessary to maintain the integrity of the assessments.*

## U.S. Department of Education Peer Review

*The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.*

# Testing Environment and Security

## Maintaining Security and Understanding the Consequences

The security of assessment materials and the confidentiality of student information are vital to upholding the integrity of the assessments and ensuring reliable results. *Given the importance of test security for all assessments administered by the Colorado Department of Education*, the following measures must be in place:

All WIDA assessments and related materials are the copyright of the Board of Regents of the University of Wisconsin System. Should an egregious security incident occur that compromises WIDA's intellectual property, remedies for violations will be governed by Wisconsin State Statutes.

A documented chain of custody plan for assessment materials must be developed and followed to ensure secure distribution and return of materials. Materials should be distributed from DACs to SACs, then to TAs, and securely returned in reverse order. SACs are responsible for distributing materials to and collect materials from Test Administrators each day of testing, securely storing them, and delivering them to the DAC upon completion, following the instructions in this resource.

The SAC ensures that all individuals authorized for involvement in test administration sign the ACCESS Security Agreement, found in [Appendix A](#).

- WIDA's Non-Disclosure and User Agreement ([NDUA](#)) is agreed upon at first login to [WIDA.wisc.edu](#)
- The WIDA AMS Security and Confidentiality Agreement is agreed upon at first login to [WIDA AMS](#)

## WIDA AMS Test Monitoring Application

**NEW:** By default, the Test Monitoring Application (TMA) will be automatically enabled for online test sessions for grades 9-12. It is recommended that the TMA be used for all students.

## Security Plan

SACs must develop a security plan for their schools. A successful security plan should:

- Inform all authorized individuals involved in test administration to review security protocols, prohibited activities, testing irregularities, and procedures for security breaches
- Ensure that unauthorized individuals do not enter the testing environment

- Establish a documented chain of custody for test materials
- Prevent students from accessing test questions before testing, receiving coaching or assistance from Test Administrators or other students, or engaging in any form of cheating
- Design and document a testing room layout that allows for sufficient spacing between students and is conducive to active proctoring (e.g., a testing seating chart)
- Designate a central locked facility for the secure storage of test materials
- Document that Technology Coordinators and Test Administrators receive the necessary documentation and training for the secure and successful administration of ACCESS assessments
- Inform all individuals of test security procedures in case of unexpected events that may interrupt testing (e.g., a fire drill or safety concern)

Prepare a quiet secure testing environment:

- Place DO NOT DISTURB signs on the door of the testing room to prevent interruptions during the test session
- Provide NO CELL PHONE signs and ensure that students understand that having a cell phone or other prohibited handheld electronic device (e.g., smartphone, smart watch, iPod, camera, any device that could provide an advantage) in the test environment is not allowed and or may lead to a security breach<sup>4,5</sup>
- Limit timers, bells, announcements, and other distractions
- Train TAs in best practices for standardized assessment administration, including:
  - Active proctoring
  - Avoiding viewing, discussing, or revealing the contents of the test or student responses
  - Prohibiting duplication of any portion of the test materials
  - Ensuring that test materials are not retained or discarded at the school
  - [Returning secure materials for Kindergarten, Paper, Online 1–3, and Alternate Scripts \(secure and must be returned\)](#)
  - Accounting for all secure test materials at the end of the testing window

## Reporting Testing Incidents

Any staff member aware of a misadministration or test security incident must report the incident to the SAC, who will then inform the DAC. If a security breach is confirmed, it must be reported immediately to CDE’s Assessment Division. Additionally, a detailed Testing Irregularity or Security Breach Report must be completed and sent to the Assessment Division.

If district staff determine that an impropriety or irregularity has occurred, it should be reported to the Assessment Division as soon as possible using the Testing Irregularity or Security Breach Report. Assessment Division staff will review the documentation and report follow-up steps to the DAC for any incident.

## Plagiarism

DACs will receive information about student responses flagged for plagiarism. Plagiarized responses are significantly different from the thousands of other responses to an item, such as sounding as if the student is reading from a text, containing vocabulary or information beyond grade level or information provided in the item set. The response can be tracked directly to a website. The Testing Irregularity/Security Breach Report (Appendix D) and the Suspected Plagiarism and or AI Generated Response Report ([Appendix E](#)) must be completed and submitted within 10 calendar days of receiving the initial information from CDE. State policy mandates the invalidation of the impacted domain.

<sup>4</sup> If a student requires a cell phone or other device to monitor a documented medical condition, the student may have the device in the testing environment. It must be positioned so that both the Test Administrator and the student can see it at all times.

<sup>5</sup> If the school has a policy against collecting cell phones, smart watches, etc., ensure that students store these devices in lockers, backgrounds, or other designated areas before testing begins.

## Artificial Intelligence (AI)

DACs will receive information about student responses flagged for suspected use of Artificial Intelligence (AI). Unlike plagiarism, where a specific website may be referenced, an A-flagged response is identified when it is significantly different from thousands of other responses to an item. These responses may sound as if the student is reading from a text, contain vocabulary beyond the expected grade level, or exhibit content not aligned with the information provided in the item set. DACs are required to conduct a misadministration investigation related to the identified student and test domain. The Testing Irregularity/Security Breach Report and the Suspected Plagiarism and or AI Generated Response Report ([Appendix E](#)) must be completed and submitted within 10 calendar days of receiving the initial information from CDE. Depending on the outcome of the investigation the domain may be invalidated.

## Testing Conditions

**It is critical that all students are assessed under the same testing conditions to ensure score consistency.**

Students should be tested in an environment that allows them to focus fully on each test. Ideally, this is achieved by testing classroom-sized groups of students in a room or computer lab where they will not be disturbed. The testing room should be quiet, free of visual and auditory distractions, at a comfortable temperature, and well-lit. Under no circumstances are students to be tested in a room where other students are receiving instruction. Additionally, students are not permitted to access cellphones or other electronic devices during testing<sup>6</sup>.

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<sup>6</sup> If a student requires a cell phone or other device to monitor a documented medical condition, the student may have the device in the testing environment. It must be positioned so that both the Test Administrator and the student can see it at all times. If the school has a policy against collecting cell phones, smart watches, etc., ensure that students store these devices in lockers, backpacks, or other designated areas before testing begins.



# Before Returning Tests

- All Test Administrators and Test Coordinators are responsible for ensuring that all booklets requiring scoring have a label and that accurate and complete information is bubbled in when using a District/School label.

## Label Placement

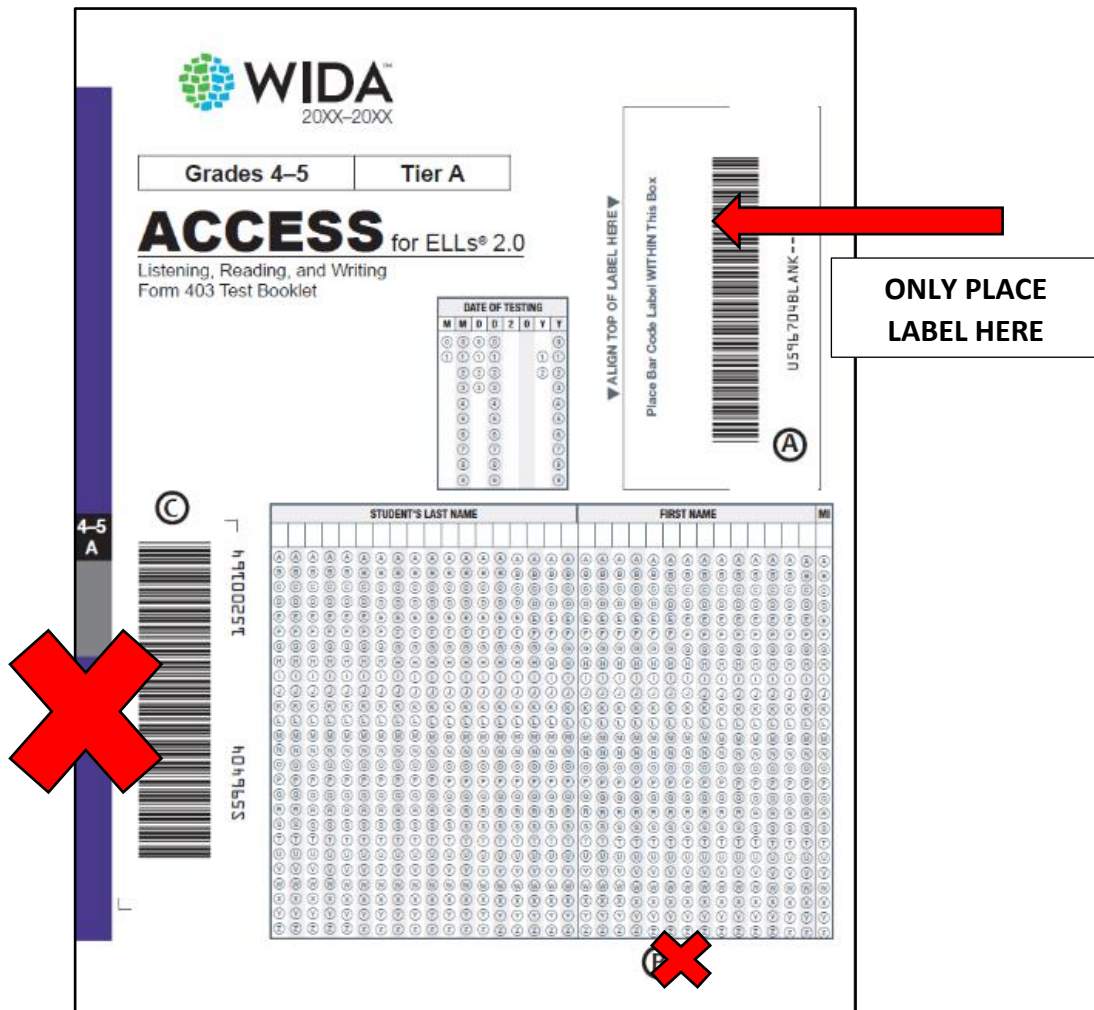


Figure 1. Test Booklet Cover Showing Where to Affix Labels

### Follow these steps:

- If using a Pre-ID Label, apply the label to box marked **A** and begin testing.
- If no Pre-ID Label, apply District/School Label to the box marked **A** and bubble the **student's full name and the date on the front** and the **SASID, Date of Birth and Grade on the back of the booklet**.
- If a **USED** test booklet should not be processed, apply a **DO NOT PROCESS** Label to the box marked **A**
  - **DO NOT** apply any labels to areas marked **B** or **C**.

- **Pre-ID Labels (White)**

- Schools receive a Pre-ID Label for each eligible student reported in the Student Interchange. **This data is generated from the Student Demographic and School Association files in early November.**
- Pre-ID labels include the student's name, grade, and other pertinent information, as well as district and school information. The barcode on the label ensures that the test booklet is processed and scored for the student listed on the label. These labels eliminate the need to complete demographic information on the front and back covers of the test booklet. **However, please note that a booklet with a Pre-ID label must still have the date of testing bubbled in on the front cover.**

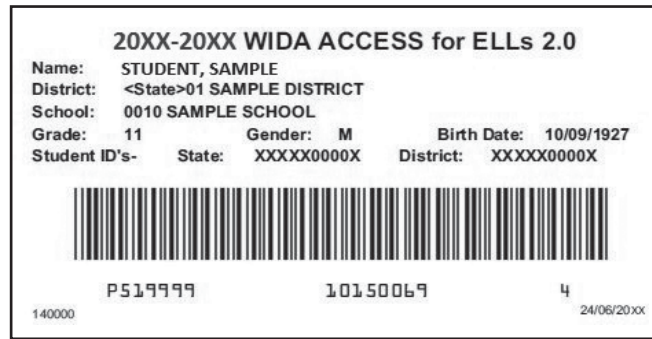


Figure 2. Sample Pre-ID Label

- **If a Pre-ID label contains incorrect information, it can still be used.** Corrections must be made in WIDA AMS or submitted to the SBD Data Respondent. The record in WIDA AMS will take precedence during the data validation window.
- **Test booklets must have a label to be processed for scoring.**

**District/School Labels (Yellow)**

District/School labels contain only the district- and school-specific information. **If a student who needs to test does not receive a Pre-ID label, a District/School label must be affixed to the test booklet. The demographic information on the front and back covers of the test booklet must be completed,** following the instructions in the next subsection, "Completing the Demographic Information". The label includes a barcode that ensures the test booklet is processed and scored for the student whose details are bubbled in on the demographics page.

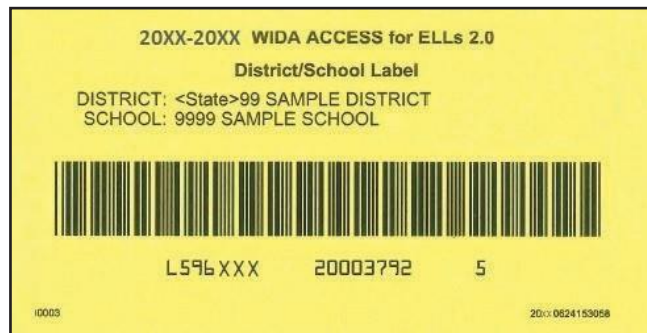


Figure 3. Sample District/School Label

Any booklet containing student responses must have either a Pre-ID label or a District/School label with bubbled student information. If a label with student information is not affixed, the booklet will be processed as unused, and no score will be assigned.

Ensure that there are no stray marks in the accommodations section, as this is the only bubbling area that overrides the label. Marks in the accommodations section on the back of the booklet take precedence over the label. Accommodations do not need to be marked on the booklet if they are already indicated in WIDA AMS.

#### **Do Not Process Labels (White with Orange Stripe)**

- The Do Not Process label contains a barcode indicating that the test booklet should not be processed. These labels are provided for use on test booklets that are damaged or should not be processed. Test booklets with a Do Not Process label will be treated as blank, even if they contain student responses.
- Note: A Do Not Process label is different from a Do Not Score code (a field on the booklet cover). A Do Not Process label prevents any processing, and the student will not receive a report.

**Do not use a “Do Not Process” label on a test booklet that was not used.**

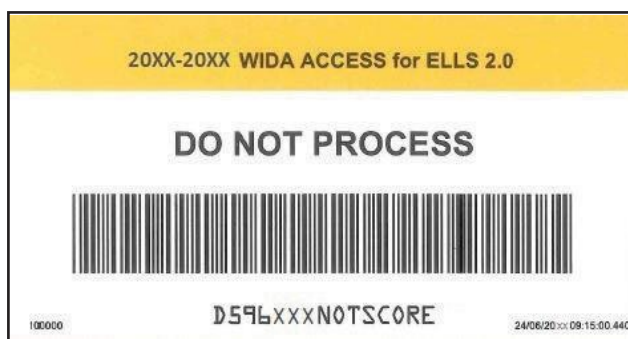


Figure 4. Sample Do Not Process Label

## Preparing Test Materials for Return

Use the following steps when preparing all test booklets for return:

1. **Ensure that all booklets containing student responses have either a Pre-ID or District/School label** placed in the box located in the upper right-hand corner on the front of the test booklet. No other labels should be placed elsewhere on the booklet. If a test booklet does not have a label with a barcode, the student will not receive a score.
2. Verify that all booklets with a yellow District/School label have fully completed demographic information on the front and back covers of the test booklet.
  - a. **Use a number 2 pencil.**
    - i. Ensure the student’s full name is correctly bubbled on the front of the booklet.
    - ii. Confirm the date of testing is filled in.
    - iii. Check that all demographic information on the back of the booklet is bubbled correctly, following the [Demographic Information](#) in this resource.
    - iv. Make sure the correct grade is bubbled.
3. If a test booklet is unused, do not place any labels on it. Applying a Pre-ID or District/School label on an unused booklet will cause it to be processed and scored. Use Do Not Process labels only for booklets that are used but should NOT be processed and scored.
4. Remove any staples, paper clips, or sticky notes from test booklets.

5. If there is scratch paper, securely destroy it on site. Any final student responses written on scratch paper must be transcribed by the student into a student response booklet and appropriately labeled.

#### **Large print and braille test booklets:**

1. Verify that student responses have been transcribed into a standard test booklet.
2. Ensure that a student Pre-ID label or District-School label (with demographic information bubbled) is applied to the standard test booklet.
3. Return the booklet with the rest of the test materials when testing is complete; no special sorting is needed.
4. Large print test booklets may be folded and shipped with other materials in a standard-sized box.

#### **Damaged test booklets:**

1. Transcribe the student's responses into a new test booklet. (Refer to the Accessibility and Accommodations Supplement for transcription guidelines).
2. Apply a yellow District/School label to the new test booklet.
3. Complete the student demographic information on the new test booklet, following the "Completing Demographic Information" section of this manual.
4. Place an orange Do Not Process label on the damaged booklet.
5. Return both the damaged booklet and the transcribed booklet to the SAC.

**If a booklet is soiled by bodily fluids** (e.g., blood, vomit), it should be transcribed; however, the soiled booklet should not be returned to DRC. Follow these procedures for soiled booklets:

1. Transcribe the student's responses into a new test booklet (Refer to the Accessibility and Accommodations Supplement for transcription guidelines).
2. Apply a yellow District/School Label to the new test booklet.
3. Complete the student demographic information on the new test booklet using the "Completing Demographic Information" section of this manual.
4. Record the security barcode of the soiled booklet and notify the SAC.
5. Document the soiled booklet in the Materials Accountability Form in WIDA AMS.
6. Securely destroy the soiled booklet according to local school biohazard protocols.

## **Results**

Individual Student Reports (ISRs) should be shared with parents/guardians as soon as practicable. Please remember that ISRs are confidential; distribution of both electronic and hard copies must comply with state and federal privacy laws and local school board policy.

For parents who cannot access standard English print, report shells are available in 46 additional languages. Additionally, PDF versions of ISRs can be used if a parent/guardian requires a large print version. In accordance with state law, each local education provider should ensure that appropriate personnel within each school share and explain student assessment results to the parent(s) or legal guardian(s) of each student.

To help parents/guardians and educators interpret the data on the reports, WIDA-developed resources are available in the [WIDA Resource Library](#).

# Appendix A: Test Security Agreement

## Security Agreement - ACCESS Suite of Assessments

[Click Here for a Google Doc version of the Security Agreement](#)

### Security Agreement and Training Log [\(example\)](#)

Maintaining the security of all test materials is crucial to obtaining valid results from the ACCESS assessments. The security of all test materials must be maintained before, during, and after test administration. Because you participate in the administration of the ACCESS assessments, it is important for you to know that the prohibited activities on the following list threaten the integrity of the test. Engaging in prohibited activities may result in an investigation, suppression of scores, and possible disciplinary action.

All WIDA assessments and related materials are the copyright of the Board of Regents of the University of Wisconsin System. Should an egregious security incident occur compromising WIDA's intellectual property remedies for violations will be governed by Wisconsin State Statutes.

This form must be signed by all individuals involved in the administration of the ACCESS assessments to certify that security measures will be maintained and that prohibited activities, such as the examples identified below, have been acknowledged and understood.

#### **District Assessment Coordinators (DACs)**

- I completed all ACCESS training as provided by CDE and the assessment vendor.
- I will use the *Colorado Assessment Resources* and *WIDA District and School Test Coordinator Manual 2024-2025*, and the *WIDA AMS User Guide*, and will maintain all identified security measures and administration policies and procedures as identified by CDE and WIDA.
- I will establish and carry out a district security plan.
- I will provide training to all Sensitive Data personnel, DTCs, and SACs in my district regarding test security, administration policies, and procedures.
- I will collect, inventory, and follow all chain of custody requirements of state secure standardized test materials.
- I will report testing irregularities or security breaches to CDE.
- I will report missing test materials to CDE and report them in WIDA AMS.

#### **Sensitive Data**

- I completed all ACCESS training as provided by the DAC.
- I read the *WIDA AMS User Guide* and will maintain all identified security measures and administration policies and procedures as identified by CDE and WIDA, as they apply to my role.

#### **District Technology Coordinators (DTCs)**

- I completed all ACCESS training as provided by CDE, DRC/WIDA and the DAC.
- I read/will read the appropriate sections of the *WIDA AMS User Guide* and maintain all Colorado standardized assessment administration policies and procedures, and student security measures.

## School Assessment Coordinators (SACs)

- I completed all ACCESS training as provided by the DAC.
- I will use the *Colorado Assessment Resources* and *WIDA District and School Test Coordinator Manual 2024-2025*, and the *WIDA AMS User Guide*, and will maintain all identified security measures and administration policies and procedures as identified by CDE and WIDA.
- I will establish and carry out a school security plan.
- I will train all Test Administrators regarding test security, administration policies, and procedures.
- I will not remove secure test materials from the school's campus unless returning the materials to the DAC.
- I will collect, inventory, and follow all chain of custody requirements as determined by the district.
  - I understand the online grades 4–12 script is not secure and that all other scripts are secure and need to be returned to DRC.
- I will report testing irregularities or security breaches to the DAC.

## ACCESS Test Administrators

- I completed all ACCESS Test Administrator training as provided by the SAC.
- I will use the *Colorado Assessment Resources* and *WIDA District and School Test Coordinator Manual 2024-2025*, and the *WIDA AMS User Guide*, and will maintain all identified security measures and administration policies and procedures as identified by CDE and WIDA.
- I completed all appropriate ACCESS Test Administrator training modules provided on the WIDA secure portal.
- I passed the ACCESS appropriate quiz(zes) as required by CDE and WIDA.
- I will maintain security measures and administration policies and procedures identified by CDE and WIDA.
- I will not remove secure test materials from the school's campus.
- I will not leave test materials unattended or fail to keep test materials secure when in my possession.
- I will not coach students (e.g., give students verbal or non-verbal cues) during testing, or alter or otherwise interfere with students' responses in any way.
- I will not engage in activities that will result in lack of supervision of students at any time (e.g., use a cell phone or other prohibited electronic device [unless for purposes of communicating with the SAC, DTC, or technology support], check email, grade papers), including leaving students unattended at any time during the test session.
- I will not allow students to communicate with each other in any way or cause disturbances at any time during the test session.
- I will not allow students to use cell phones or other prohibited materials and electronic devices (e.g., smartphones, smart watches, tablets, etc.) at any time during the test session.
- I will not encourage students to finish any test early.
- I will not provide students with more time than is appropriate for testing, using WIDA estimated testing time as a guide and allowing reasonable extended time for any student with that accommodation listed in their approved IEP or 504.
- I will collect, inventory, and follow all secure chain of custody requirements as determined by the school/district.
  - I understand the online grades 4–12 script is not secure and that all other scripts are secure and need to be returned to DRC.
- I will not actively read (except when viewing student responses for accommodation purposes, such as scribing or transcription), view, or comment on student responses.
  - Some ACCESS assessments (Kindergarten, Alternate, paper Speaking and Reading, grades 1–3 Writing) and accommodations require Test Administrators, to view, read, or listen to test content, and/or transcribe student responses. If I am administering such assessment or accommodation, I will not disclose any test content to which I had access.
- I will report testing irregularities or security breaches to the SAC.

**All individuals involved in ACCESS administration**

- I will not actively read or view the assessment items or content before, during, or after testing except as necessary for assessment administration or accommodation delivery.
- I will not copy or otherwise reproduce **any part of** secure test materials including test stimuli, test items, and student responses or save any part of the assessments.
- I will not discuss the content of the assessments with anyone, including students or school personnel, through verbal exchange, email, social media, or any other form of communication before, during, or after testing.
- I will not engage in any activity that will adversely affect the validity, reliability, or fairness of the test(s).
- I acknowledge the information above, pertaining to my role(s) in the ACCESS assessment administration, and agree to all the statements associated with my role(s). I also acknowledge that a failure to abide by the terms of this agreement may result in serious consequences, as described above.
- I acknowledge that I have/will read and will follow guidance and expectations set forth in the ACCESS Manuals, DRC WIDA AMS User Guide, and the *Colorado Assessment Resources* as they apply to my role(s).

In the spaces below, indicate your role(s) in the administration, print your name, sign, and date the form.

**Role** (check all that apply):

- School Assessment Coordinator
- Sensitive Data
- Other \_\_\_\_\_
- Test Administrator (select test, select all that apply)
  - ACCESS for ELLs
  - Kindergarten ACCESS
  - Alternate ACCESS

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<i>Printed Name</i>	<i>Signature</i>	<i>Date</i>
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<i>District Name and Code</i>	<i>School Name and Code (if applicable)</i>
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**SAC, Sensitive Data** – Submit signed Security Agreement to the DAC.

**Test Administrator** – Submit signed Security Agreement to the SAC.

The district/school must physically or electronically maintain signed Security Agreements for 3 years.

## Appendix B: Time Per Domain

An analysis of the time spent on each assessment during previous administrations was conducted in order to provide additional guidance to SACs about the amount of time that should be scheduled for each domain. This table provides results of that analysis and can be used as a guide in planning the testing schedule. The assessments do not have a hard stop, but students should be encouraged to complete testing within five minutes once they near the average time presented below. Students with extra time in their IEP or 504 Plan can test use up to time-and-a-half, and again then be told to wrap up testing. It is inappropriate to have a student test on any one domain for over an hour.

E.g. a student in grades 6-8 with extended time listed as an accommodation in their IEP would test for time-and-a-half, and at the 80-minute mark they would be directed to finish within 5-minutes.

Untimed does not mean unlimited testing time; use time estimates indicated in the ACCESS for ELLs Test Administrator Manual and Colorado average online testing times to support scheduling for ACCESS for ELLs 1-12.

**STOP testing when a reasonable amount of time is spent testing.**

Colorado Average Online ACCESS Testing Time (minutes)				
Grade	Listening	Reading	Speaking	Writing
1	32	22	28	--
2-3	35	29	30	--
4-5	37	35	32	34
6-8	40	36	34	37
9-12	37	38	33	34



# Appendix C: Accommodations

## Accommodation Resources

- [Colorado Accommodations Crosswalk](#)
- [WIDA Accessibility and Accommodations Manual](#)
  - Colorado-specific information in the accommodations crosswalk supersedes the Accessibility and Accommodations Manual
- [UAR Scribe for Writing Domain](#)
  - Guidance Document
  - Request Form
- [Emergency Accommodation Form](#)

## Appendix D: Testing Irregularity or Security Breach Report

This form collects the following information:

Date

District

School Assessment Coordinator Full Name

Date(s) of Incident

School Name and 4 Digit Code

Date Test Administrator was Trained by School

Date Test Administrator Completed WIDA Certificate

Test Format

Description of Incident (submit documentation to G Drive as needed)

Description of Proposed Solution

SAMPLE

# Appendix E: Suspected Plagiarism and or AI Generated Response Report

This form collects the following information:

Date

Type of incident

Test format

Domain

Student SASID

Test Administrator name

Test administrator/student ratio:

Test start/stop time

WIDA AMS Test Monitoring App Turned On: Yes/No

School policy related to collecting mobile devices:

Written statement from the Test Administrator

Summary of interview with student:

Requested documents

School Assessment Coordinator and Test Administrator signed Security Agreements

Seating chart

Information on future steps to prevent incidents of plagiarism

## Appendix F: Prohibited Activities

Any action that compromises test security is strictly prohibited. The following lists provide examples of activities that could compromise test security or score validity (note that these lists are not exhaustive).

### Breaches of Test Security and Administration Procedures

Electronic Devices	Educators	Students
Having a cell phone or other prohibited handheld electronic device (e.g., smartphone, smart watch, iPod, camera, or any device that could provide an advantage) in the test environment, which may pose a security risk for a security breach.		■
Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, smart watch, iPod, camera) in the test environment. <b>Note:</b> Test Administrators may use cell phones only to contact the SAC or technical support.	■	■
Checking email while secure materials are distributed or while testing students.	■	■
Using a computer, laptop, or tablet (other than the device used to administer the test) while in possession of secure test materials or while students are testing.	■	■

Test Supervision	Educators	Students
Reading a book, website, or any other material before closing out the test session or turning in test materials to the Test Administrator.		■
Reading a book, website, or any other material while secure test materials are still distributed or while students are testing.	■	
Explaining or translating scoreable items and their related content to students.	■	■
Assigning/allowing accommodations to students who do not have an IEP or 504 Plan to identify the assessment accommodation.		
Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test.	■	■
Grading papers or otherwise engaging in activities that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing.	■	
Leaving test materials or online forms unattended or failing to keep test materials secure at all times.	■	
Leaving students unattended for any period of time while secure test materials are distributed or while students are testing.	■	
Encouraging students to finish early.	■	
Passing notes, talking, or causing disturbances while test materials are still distributed or while students are testing.	■	■
Administering the assessment to family members or allowing family members access to secure test materials that only persons explicitly designated to administer tests to students may possess.	■	

Test Supervision	Educators	Students
Recording student responses to paper Speaking, Kindergarten ACCESS, or Alternate ACCESS to score later	■	
Failing to follow test administration directions clarified in this resource or specified in the WIDA ACCESS Test Administrator Manual or Test Administrator Script(s)	■	
Viewing secure test content before, during, or after testing outside of providing approved accommodations.	■	
Permitting students to view or to access secure test content before or after testing.	■	■
Obtaining or sharing information related to secure test materials that could result in a widespread security breach.	■	■
Copying or reproducing (e.g., taking a picture of, copying by hand, typing, texting) any part of test items or any secure test materials.	■	■
Influencing, altering, or interfering with a student’s responses or test book in any way, including but not limited to erasing stray marks in test books.	■	■
Handling test materials for a purpose other than test administration (e.g., teacher takes a test home to review; TA reads a test book after school).	■	■
Revealing or discussing test content or test items with anyone—including students and school personnel—through verbal exchange, email, social media, or any other form of communication.	■	■
Discussing, memorizing, photocopying, scanning, encoding, emailing, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that would violate the security of the test.	■	■
Removing secure test materials (including test ticket login information) from the school’s campus or locked storage for any purpose other than administering the test.	■	■
Failing to properly secure and safeguard Student Testing Tickets.	■	
Breaking the chain of custody of materials.	■	
Misusing, mishandling, or losing any ACCESS state test materials.	■	

## Appendix G: Personnel Responsibilities

All assessment personnel must be employed by the local education agency relevant to their assessment responsibilities.

### District Assessment Coordinator (DAC)

The DAC is appointed by the superintendent and is the district-level individual responsible for the overall coordination of test administration.

For the ACCESS Colorado state-administered assessments, the DAC is:

- The primary contact for all communications with CDE’s Assessment Division.
- Responsible for meeting all ACCESS deadlines.
- Responsible for providing required ACCESS training.
- Responsible for disseminating important assessment information to schools.
- Responsible for collecting and reviewing documentation for Unique Accommodation Requests (UARs) and ensuring forms are complete and data is appropriate before submitting to CDE by the annual deadline.
- Responsible for authorizing personnel involved in technology setup and handling sensitive student data.
- Responsible for initial material orders and placing additional material orders as needed.
- Responsible for managing and overseeing schools' test administration calendars to ensure assessment deadlines are met.
- Responsible for overseeing data and reporting procedures, including collaborating with district data staff on demographic data and managing invalidation coding in WIDA AMS during CDE’s Student Biographical Data (SBD) review.
- Responsible for creating and updating user accounts in WIDA AMS and the WIDA Secure Portal for school personnel.
- Responsible for ensuring all secure materials are returned to the vendor on time and submitting documentation for any missing materials to CDE.
- Responsible for developing and implementing a district security plan for test administration, following the protocols outlined in this resource and WIDA manuals, and investigating and documenting testing irregularities as needed.
  - Security breaches and irregularities are reported to CDE.
- Responsible for ensuring appropriate student records are coded correctly with Reason Not Tested or that Do Not Score code requests submitted to CDE.
- The local expert on all ACCESS procedures and requirements.
  - Ensures that all SACs know how to contact the DAC on each day of testing for urgent questions or issues.
- The district assessment team leader, overseeing SAC training to ensure assessments are administered in a standardized, ethical manner, with precautions taken to prevent misadministrations.

## School Assessment Coordinator (SAC)

The SAC is the individual at the school level responsible for the overall coordination of test administration at their school. For Colorado state-administered assessments, the SAC will:

- Ensure all deadlines related to this role are met.
- Attend district training for ACCESS state assessments.
- Authorize individuals involved in test administration, including School Technology Coordinators and Test Administrators.
- Serve as the local expert on all ACCESS procedures and requirements.
  - Read and distribute all communications from the DAC as appropriate.
- Act as the liaison between Test Administrators and the DAC.
  - School personnel may communicate directly with DRC for technical assistance during testing.
- Develop and implement a school security plan for test administration, following all security protocols outlined in this resource.
- Investigate and document testing irregularities, report test security breaches to the DAC, and collect a signed Security Agreement ([Appendix A](#)) from each individual authorized for test administration.
  - Review the school's security plan with the DAC.
- Train all individuals in test security and administration protocols, including Test Administrators and any authorized personnel, and oversee them during testing.
- Collaborate with District/School Technology Coordinators to ensure computer-based testing environments are functional for testing.
- Assemble and maintain a comprehensive list of all students taking ACCESS, including their IEP or 504 plan accommodations, when applicable.
  - Verify that students are assigned the necessary accommodations in WIDA AMS.
- Receive, inventory, and distribute test materials through a chain of custody process, and alert the DAC if additional student test materials are needed so the DAC can place an order.
- Ensure all materials are secure at all times.
  - Store test materials in a secure, locked school location when not in use.
  - Do not store test materials in classrooms.
  - Do not remove secure materials from school buildings, except during transport between district and school facilities.
- Develop and coordinate the school's test administration schedule, including make-up testing.
- Ensure standardized testing environments for all students and designating appropriate locations for students who require special environments.
- Work with staff to prevent interruptions, such as announcements or school bells, during testing, and communicate testing times and locations to maintain a quiet, standardized environment.
- Review student rosters and test sessions in WIDA AMS before testing begins.
- Apply the Reason Not Tested code to invalidate tests, and communicate with the DAC for Do Not Score code requests.

## School Technology Coordinator (STC)

The STC is responsible for ensuring that site readiness activities are completed well in advance to prepare testing environments for computer-based assessments.

The STC's responsibilities include:

- Meeting all deadlines related to this role.
- Setting up student devices and testing environments for computer-based testing.
- Removing or disabling any software that could interfere with computer-based testing or allow secure test material on student devices to be viewed on another device during testing.
- Providing technical support to SACs and Test Administrators.

## Sensitive Data

The role of the individual in the school who handles student data including sending, viewing, adding, and editing student data in WIDA AMS is referred to as Sensitive Data. The individual ensures:

- All deadlines related to this role are met.
- Student demographic information is accurate.
- Only eligible NEP or LEP students are included in test registrations.
- Responsible organization data (e.g., responsible school and district codes) is accurate for all students.
- In coordination with the SAC:
  - Test registrations are set up, and accommodations indicated in IEP or 504 plans are applied to ensure availability when students log in to their test.
  - The appropriate Reason Not Tested code is applied, as needed.

## ACCESS Test Administrator (TA)

The ACCESS Test Administrator is an individual at the school responsible for the administering the ACCESS assessment.

Test Administrators must:

- Annually:
  - Complete the school training
  - Complete the WIDA training module(s) between Oct 1, 2024 – January 7, 2025
  - Complete the WIDA Assessment Certification between Oct 1, 2024 – January 7, 2025
- Actively proctor the entire test administration.
- Read the ACCESS Test Administrator Manual (TAM).
- Use the appropriate script during test administration.
- For Kindergarten or Alternate ACCESS, use a #2 pencil to completely bubble in student responses.
- For Kindergarten ACCESS or Alternate ACCESS, be able to model clear, standard pronunciation of English phonemes that may impact student responses.
- Hold a State of Colorado educator license if administering the Alternate ACCESS.
  - Best practice for Alternate ACCESS administration is for the student to be familiar with the Test Administrator.
- Preferably, Test Administrators are licensed teachers, licensed administrators, instructional support paraprofessionals, substitute teachers with a teaching certificate, school psychologists, school social workers, school librarians, school counselors, or speech pathologists.



## Appendix H: ACCESS Post-Test Compliance Report

The Post-Test Compliance Report is completed by the School Assessment Coordinator and submitted to CSI. This report collects the following information:

- Date of form submission
- School Name and Code
- School Assessment Coordinator Name and Email
- School Assessment Coordinator Electronic Signature
- Total number of incidents requiring a completed Test Irregularity or Security Breach Report(s)
- Total number of tests (by) domain with plagiarism or use of AI reports
- List of late return materials
- List of missing materials
- Date the final secure materials were returned to CSI

The **Post-Test Compliance Form will be emailed to SACs on February 24, 2025**. Submitting this form certifies that the administration of the ACCESS assessments adhered to all procedures outlined in the Colorado-specific ACCESS documents, WIDA manuals, and the DRC WIDA-AMS User Guide, and that all secure materials were either returned or documented as missing in WIDA AMS and reported to CSI. **The form must be completed by March 3, 2025.**

# Appendix I: Testing Signs

[Do Not Disturb](#)

[No Cell Phones](#)